 **The STI Talk** 

In the U.S., 1 in every 4 sexually active teenagers and 1 in every 2 sexually active adults is currently affected by a sexually transmitted infection. These statistics become even more alarming when you realize that STI’s are 100% preventable. One of the biggest concerns among teens and young adults is learning how to talk about STI’s and past sexual history with a potential partner. Learning this skill is incredibly important given the large percentage of people affected by STI’s.

**Assignment: Working individually or with ONE partner, create a one-two page “How to Guide” for talking to a partner about STD’s/STI’s.**

**Your guide must:**

**- Have a creative title in large font - Be a one page “flyer” OR a 2 page pamphlet**

**The following information:**

* + A short narrative that indicates why talking to a partner about STI’s is so important
  + At least 2 statistics related to STI’s (don’t use the ones above)
  + At least four questions that should be asked when having this talk
  + A discussion or list of **when and where** the talk should happen
  + At least 3 “Do Not’s”
  + A list of who should get tested for STI’s and at least one resource for testing in the Greater Portland area
  + **Any other info you want to include!**

**Go to** [**www.ghshealth.wikispaces.com**](http://www.ghshealth.wikispaces.com) **Click on “STI’s/Contraception”**

**Questions to Consider:**

* **What if a partner said: “I’m going to wear a condom, don’t worry about it”**
* **What if a partner said: “I can’t believe you’re asking me about STI’s. Do you think I’m some kind of disgusting person?”**
* **What if a partner said: “I would know if I had something”**
* **What if a partner said: “You don’t need to get tested unless you’ve had a lot of partners”**

**Other Considerations:**

* Your project should be visually appealing and well organized/spelling & grammar count!
* Do NOT write long paragraphs of information (imagine what would be helpful to you if you were looking for more info about how to talk to a partner about STI’s)
* The target audience is a teenager!
* Include at least 2 relevant and appropriate pictures - Use the Internet for ideas!!!

**DUE: Monday April 28th: ATTACH THE RUBRIC!**

**“How to Guide” for Talking to a Partner About Sexually Transmitted Infections**

**Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Score** | **1** | **2** | **3** | **4** |
| **STI Information**  **- narrative**  **- statistics**  **- 4 ?’s**  **- When/Where**  **- 3 Do Not’s**  **-Who/Resource** | Student provides an accurate response to less than 3 of the required questions (20-25 points) | Student provides an accurate response for at least 4 of the 6 required questions. Contains some errors (25-29 points) | Student provides an accurate response for all required questions on pamphlet. Some responses may be brief or may contain an error (30-31 points) | Student provides an accurate and thorough response for all required questions with no errors. Provides an additional piece of information not required on project descriptor (32 points) |
| **Effectiveness of Visual Aid**  **-Title**  **-Organization**  **- Short bullets of info** | Visual aid is poorly organized, and demonstrates little effort(4-5 points) | Visual aid is relatively well organized. (6-7points) | Visual aid is well organized, and very visually appealing Demonstrates effort and consideration for overall visual appeal. (8-9 points) | Visual aid is extremely well organized, and very visually appealing Easy to read and targets a teen audience (10 points) |
| **Pictures**  **- Relevant**  **- Appropriate**  **- At least 2** | Contains no pictures or contains irrelevant or inappropriate pictures (1 point) | Contains at least one relevant and appropriate picture (3 points) | Contains two relevant and appropriate pictures  (4 points) | Contains two relevant pictures that are creatively placed on pamphlet  (5 points) |
| **Spelling/**  **Grammar** | Contains more than 5 grammatical or spelling errors (0 points) | Contains 3-4 grammatical/spelling errors (1 point) | Contains 1-2 grammatical/spelling errors. (2 points) | No grammatical or spelling errors. (3 points) |

**Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (50 points) \_\_\_\_\_\_\_\_\_\_\_\_\_ Late (5 Points off per day)**

**Comments:**